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ABSTRACT

This reader, the third in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 3 correlates to Skill Books 3 and 4. The story in this reader gives a set of instructions on how to make windchimes. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

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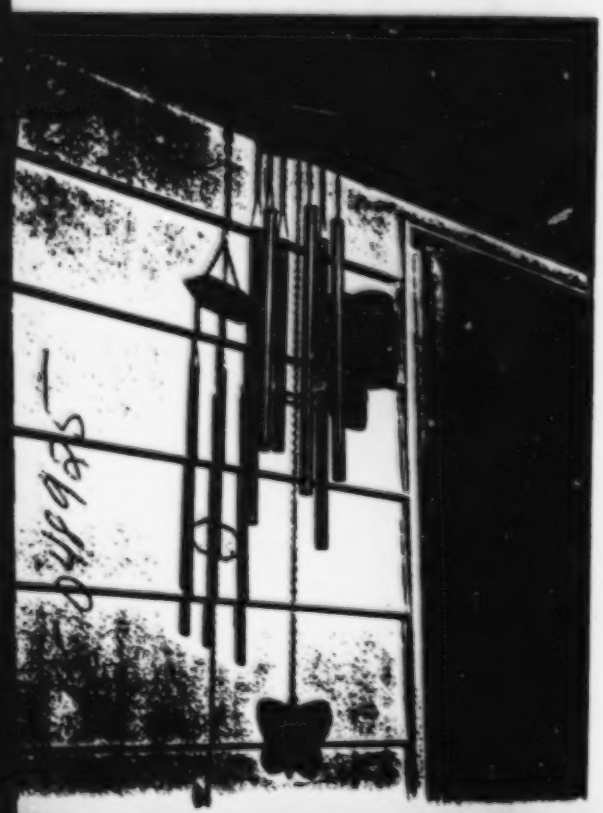
PROJECT P.R.O.U.D.

BOOK 3

How to Make Windchimes



by:
Carl W. Lower
"Butch"

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PROJECT P.R.O.U.D. READERS

These readers were developed through a 310 Grant funded by the Federal Government to support a tutor training project. Project P.R.O.U.D. is an acronym for People Reading Their Own Unique Dictations. This project was designed to eliminate the problems associated with book-centered, one-to-one tutoring: uninteresting, non-pertinent material focusing on single reading skills rather than reading as communication; lacking in learner-centered activities, confirming low self-worth attitudes and the feeling of being a one-of-a-kind reader. Tutors using the language Experience approach with their students wrote these stories and used them as a teaching tool with their students in their lessons. This approach was learner-centered rather than skill-centered, with the student as an active, creative, equal participant in the learning-teaching process. The method utilized the unique experiences, knowledge and concerns of the students. The vocabulary, exercises and comprehension questions produced from the student's own words were more meaningful to the student.

The language experience stories and their accompanying skill exercises and comprehension questions were submitted by the tutors and students and collected into six readers/books. Through these readers, the students are able to share their experiences with other students, get recognition of the value of their communications and learn about other students' experiences and similar problems and concerns, as well as learning reading, decoding and comprehension skills. It is our hope that you as tutors will find these readers a valuable teaching tool to use as supplementary material in your one-to-one tutoring.

Director: Monica Kindig
Typist: Bunny Moon
Artist: Margaret Cieply

TUTOR'S GUIDE FOR PROJECT P.R.O.U.D. Readers

A. How to Choose the Right Book/Level

The reading level of the P.R.O.U.D. readers correlates to the reading levels of the Laubach Skill Books in that they are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader.

Reader #1 correlates to Skill Books, 1, 2, and 3

Reader #2 correlates to Skill Books 3 and 4

Reader #3 correlates to Skill Books 3 and 4

Reader #4, 5, and 6 correlate to Skill Book #4 and above

Choose a reader correlating to the Skill Book your student is now working in OR you may wish to start with the first reader regardless of the Skill Book you are using in order to access the full collection of stories which may interest your student.

B. How to Use/Read the Readers

1. Together, review the vocabulary in the box and any other appropriate vocabulary in the story:

   a. To read words:

      1. Sound out the beginning letter of the word

      2. Break it into syllables

      3. Sound out the syllables

      4. Sound out the word

   b. Discuss word meaning

   c. Use word in a sentence

2. Using the duet reading method, read the story with your student. If you know that your student can read the story comfortably without duet reading, allow the student to read it alone.

3. Read each sentence orally and have the student read each sentence after you.

4. Proceed to fill in exercise. Student should read each sentence and fill in the missing word. If this proves difficult for your student, remind the student to look back to find the exact sentence printed in the story.

5. Complete the remaining exercises and comprehension questions.

   NOTE: The last set of comprehension questions is geared to help your student form an opinion and possibly generate a story.

6. REVIEW: Read the story together again.

C. Is the Book You Chose Appropriate for Your Student?

1. If the story was too simple and the student wants more of a challenge, select the next higher book.

2. If the story was too difficult and the student would like an easier one, select the next lower book.

D. Other Suggested Uses

1. For an alternative, read the story to your student. This is particularly valuable if your student is interested in a story which has a reading level or vocabulary level much higher than your student's current reading skills.

2. Have your student read the story onto a tape for independent use at home, or to listen to in class while following along in the book.

3. The vocabulary in the stories will contain words which only need to be read orally for meaning in the story and do not need to be learned. Focus on vocabulary to learn that is a part of "everyday" usage.

   (Check your tutor handbook for Fry and Dolch lists)

4. Make up your own exercises as you see a need or interest develop for your student. Check your tutor handbook for other exercises you may use. Flash cards may be a useful tool in learning new vocabulary words.

5. You know your student best. Do the exercises which apply to your student's level. If an exercise is too difficult—skip it.

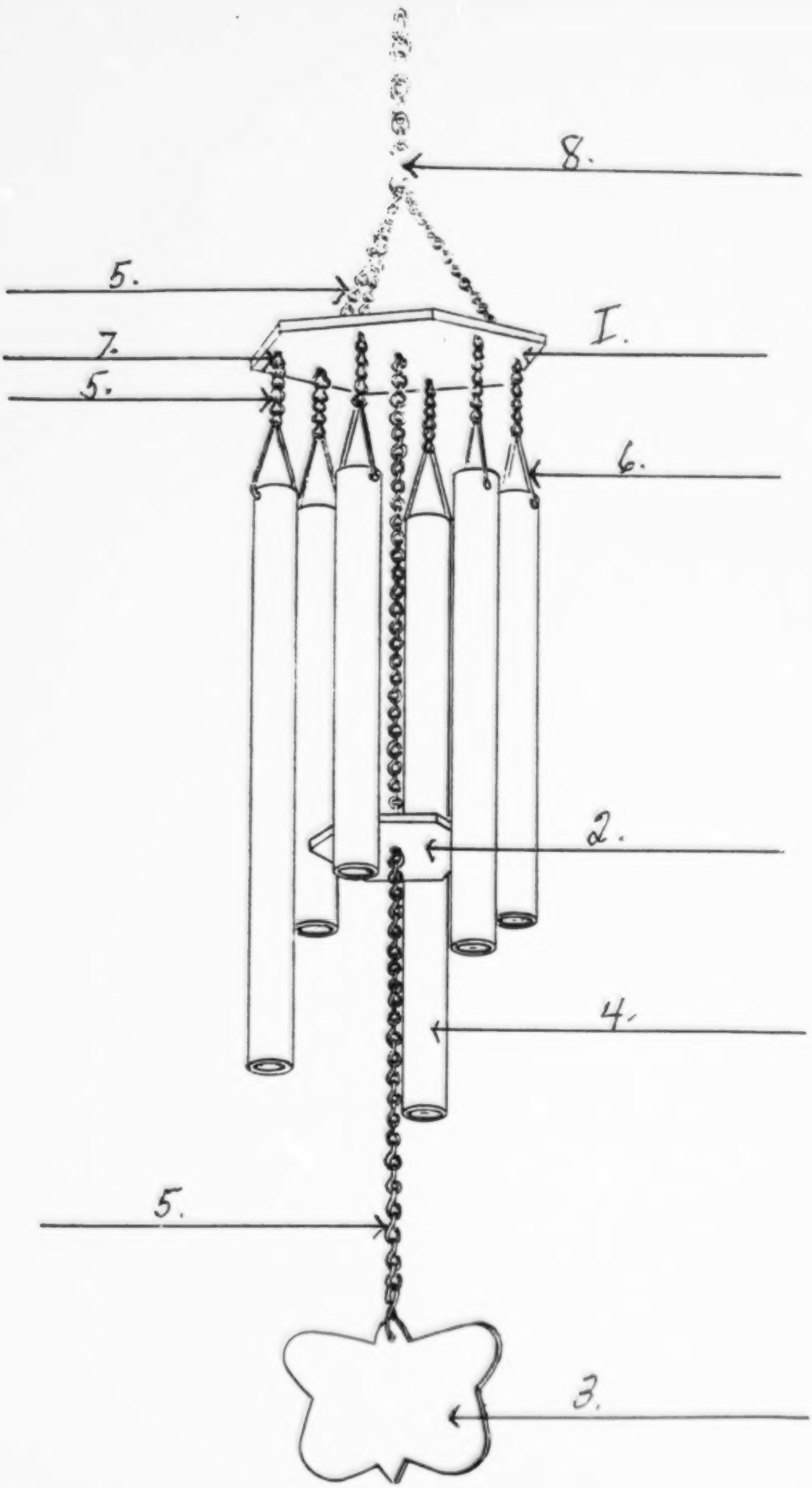
E. POINTS TO REMEMBER WHEN USING P.R.O.U.D. Readers

1. Readers should not be used consumably

   Use transparency overlays for puzzles or activities in the readers. Transparencies can be obtained from the office.

2. Students should be encouraged to keep a notebook in which to record answers to the comprehension questions or to write their own stories.

3. Students should always respond to written or verbal questions in complete sentences.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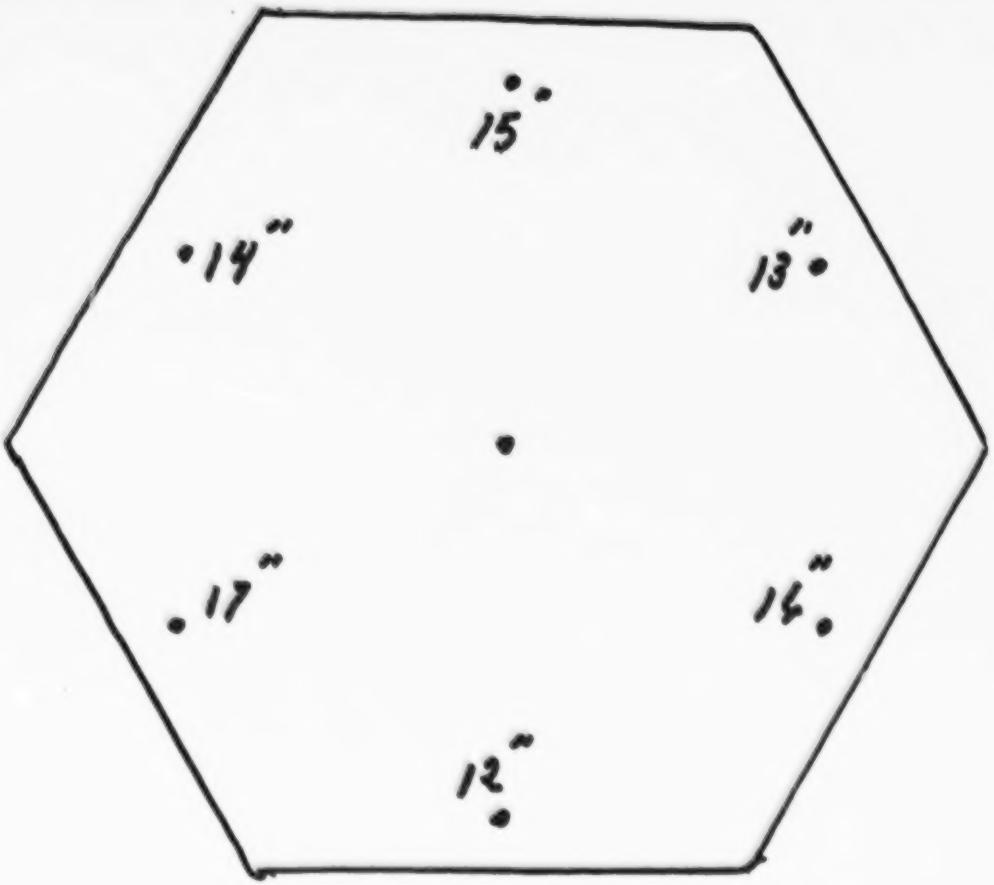
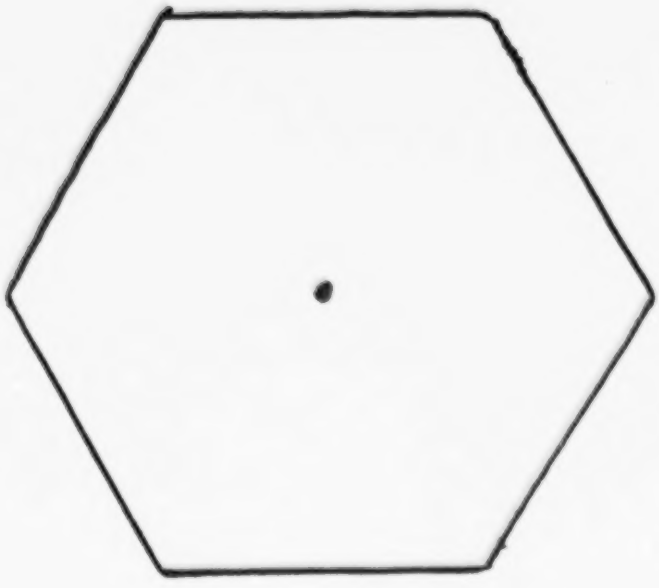


The first thing you do is lay this pattern on a piece of ⅓ inch thick plastic. Trace around the pattern.

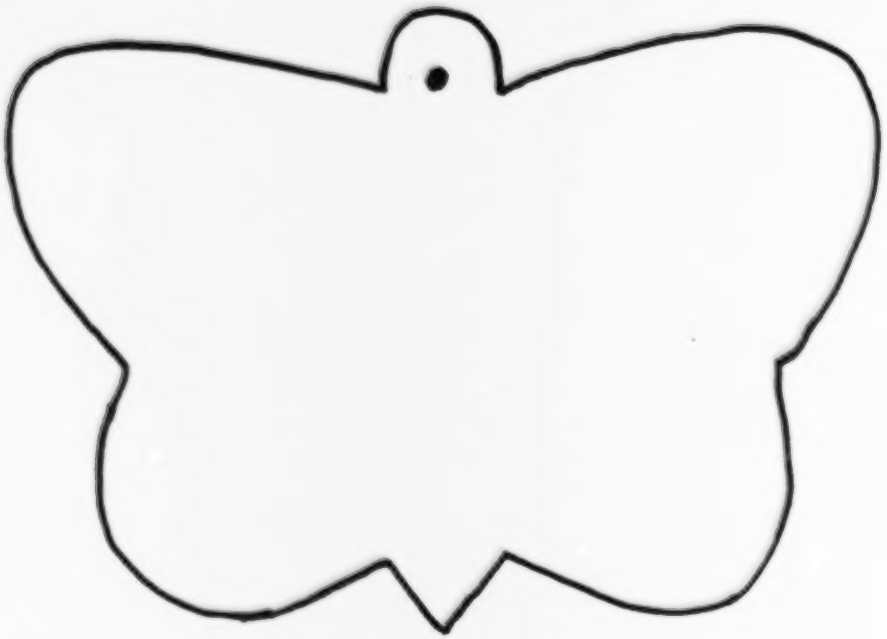
Cut out the pattern. Mark Where you will drill the Seven holes.

2.



This is the clapper. Lay this pattern on a piece of ⅛ inch-thick plastic. Trace around the pattern. Cut it out. Then drill a hole in the center.

3.



This is the butterfly that hangs on the bottom to make the windchimes ring. Lay this pattern on a piece of ⅛ inch thick plastic. Trace around it. Then cut it out. Mark where you will drill the hole.

4.

The next step is to cut your pipes. You will need 87 inches of brass or copper pipe. It should be about one inch thick. The bottom of this page shows the length of the six pipes. Mark the place where you will drill the hole.

17"	12"	16"	13"	15"	14"	6

5.

This is the Chain. You need 62 inches.

1, Cut six 3-inch pieces. These will attach the pipes to the top.

2, Cut three 5-inch pieces. These will attach to the S-hook at the top.

3, Cut a 29-inch piece of chain into two pieces. These will attach the top to the clapper, and the clapper to the butterfly.

6.

This is the cord.
You will need 6 pieces two feet long. This will attach to the pipes and to the chain. Tie the knots on the inside of the pipe.

7.

S

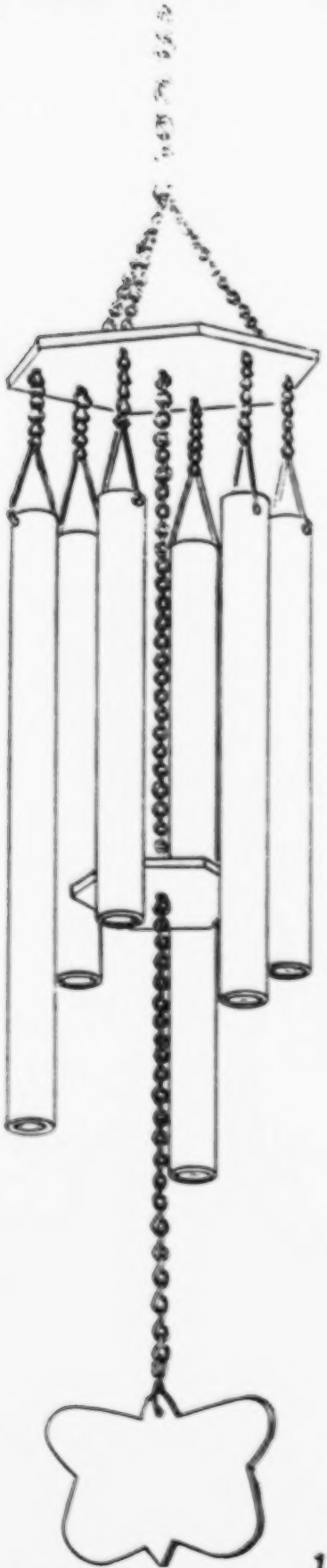
This is the S-hooK. You will need to make nine S-hooks. These can be made out of copper wire. You need 6 to hang the pipes to the top, 1 to hang the chain to the top, 1 to hang the clapper, and 1 to hang the butterfly.

8.

S

This is the big S-hook.
It is used to attach the top three chains. It is also used to hang the windchime.

9.



STUDENT EVALUATION

1. Did you enjoy the readers and the exercises for the stories?

2. What story or stories interested you most?

3. What story or stories did you like least?

4. Did you write your own story with your tutor?

5. Did you enjoy reading your own story?

6. Did you learn the meaning of words you used in telling your story?

7. Would you like to continue writing your own experience stories?

8. Do you have anything to add about reading these stories or writing your own?

TUTOR EVALUATION

1. Was the tutor guide helpful in preparing you to use the readers?

2. Were the stories interesting to your student? Why or why not?

3. Were the exercises helpful to your student in understanding the story? Why or why not?

4. What would you like to see changed in the exercises?

5. Did the stories and the exercises encourage your student to write his or her own experience?

6. Did the stories improve the overall quality of your lessons?

Comments_____

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